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ABSTRACT

This publication provides a detailed description of Australia's vocational education and training (VET) system in the context of Australians living in rural and remote regions who undertook some form of VET in 1997--about one-third of all students who participated in training in public institutions. The nine sections of the report cover the following topics: (1) geographic regions; (2) highlights--Australia 1997; (3) diversity of VET; (4) students in more detail; (5) courses in more detail; (6) modules in more detail; (7) distance and studying by correspondence; (8) outcomes of VET graduates; and (9) apprentices and trainees. Some highlights of 1997 VET activities of students living in rural and remote areas of Australia include: almost 415,000 students from rural areas and more than 48,000 students from remote areas undertook VET programs in 1997; 83 million hours of rural and remote VET were delivered; rural and remote students take fewer hours of VET than students in cities; students in remote areas are less likely to be unemployed; students in rural and remote areas are slightly likely to be older than their metropolitan counterparts; and only one-third of rural and remote students have completed secondary education. (KC)

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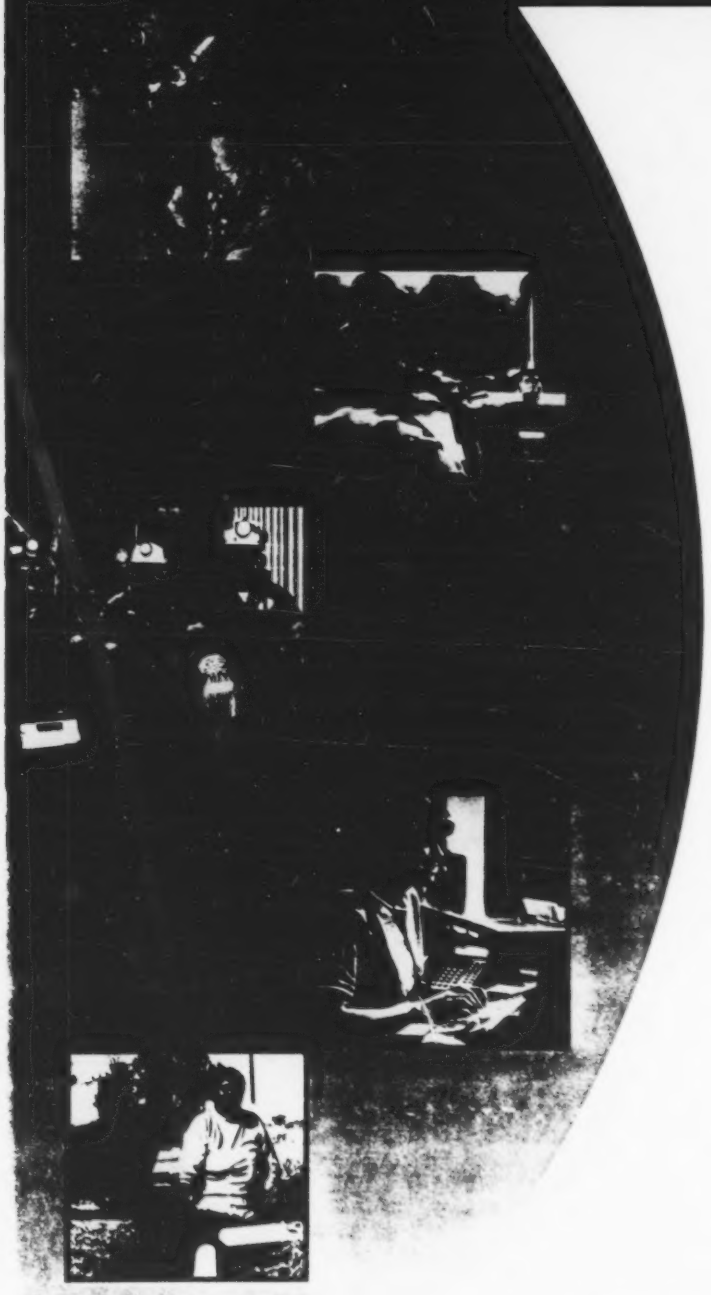

Australian Vocational Education & Training 1997: Rural and Remote Students

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AN OVERVIEW

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Foreword

This publication is about Australians living in rural and remote regions who undertook some form of vocational education and training in 1997. These students represent about one-third of all students who undertook training with providers in receipt of public funds. In this publication the NCVER aims to present more specific information about participation of rural- and remote-area students in vocational education and training than what has already been published in *Australian Vocational Education and Training Statistics 1997 - In Detail* and *An Overview*.

Since the earliest days of non-indigenous settlement, Australia has been an highly urbanised country. Today, over 70% of Australians live in the capital cities and other metropolitan centres. By contrast, those Australians who live in rural and remote regions comprise almost 30% of the total population. They make a relatively small but significant contribution to Australia's total economic output. Yet, for some industries, for example, agriculture, tourism, mining and forestry, a majority and sometimes all of the economic output is generated by activities in rural and remote parts of Australia.

Australians in rural and remote locations make an even more significant contribution to Australia's exports, since at least two thirds of Australia's exports are generated outside the capital cities and large towns. Exports are crucial to maintaining Australia's balance of payments situation and to sustaining the value of the Australian dollar on international currency markets.

In order to sustain the contribution which industries in rural and remote locations make to Australia's economic output and to exports, it is necessary to provide quality vocational education and training. Without ready access to training and skills-enhancement opportunities, the capacity of industries to compete in today's increasingly globalised, high technology economy will be eroded.

Valuable information about students undertaking vocational education and training is available in the annual collection of data from training providers, which is undertaken each year by the National Centre for Vocational Education Research (NCVER) Ltd on behalf of the Australian National Training Authority (ANTA). These data and information from other relevant sources have been used to provide, in this publication, a snapshot of students in rural and remote parts of Australia.

This publication has been prepared by Oanh Phan of the NCVER's Research and Evaluation division. It is the first time that the NCVER has prepared a publication providing detailed statistical information about rural and remote students undertaking vocational education and training, and I am pleased to present it to you.

Chris Robinson
Managing Director
NCVER Ltd

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Geographic regions

Students undertaking vocational education and training are asked to provide their residential postcode at enrolment time. These residential postcodes have been mapped to five main geographic regions derived at NCVER, namely: capital city, other metropolitan, rural, remote and outside Australia. (See appendix A for more information on classification of geographic regions).

Table 1: Number of vocational education students by geographic regions, 1997

Location	Males		Females		Unknown		Persons	
	'000	*%*	*'000*	*%*	*'000*	*%*	*'000*	*%*
Metropolitan *	473.0	64.5	444.5	65.7	2.5	5.2	920.0	63.1
Rural	217.7	29.7	196.3	29.0	0.7	1.4	414.8	28.4
Remote	26.6	3.6	21.7	3.2	0.1	0.2	48.4	3.3
Outside Australia	9.0	1.2	7.1	1.0	0.0	0.0	16.1	1.1
Unknown	7.5	1.0	7.0	1.0	44.8	93.1	59.4	4.1
All regions	**733.8**	**100.0**	**676.7**	**100.0**	**48.1**	**100.0**	**1 458.6**	**100.0**

* In this publication, students from a capital city and other metropolitan regions are combined under the heading of 'metropolitan'.

Of the 1.46 million vocational education and training students in 1997, 63.1% lived in metropolitan regions, while 28.4% and 3.3% were from rural and remote Australia, respectively. Geographic region data were not available for 4.1% of the students and 1.1% of the students had a residential address outside Australia (table 1).

Scope

This report compares the VET experience of students from rural areas (414 800 students) and remote areas (48 400 students) of Australia with the VET experience of students from metropolitan regions (920 000 students). Students who did not provide information about their residential postcodes (59 400) or those with a residential postcode outside Australia (16 100) are not included in the remainder of this report.

Highlights –Australia 1997

Students

- There were 414 800 students from rural Australia and 48 400 students from remote Australia undertaking VET programs in 1997. These figures represent 28.4% and 3.3% of all students undertaking vocational programs, respectively.
- Of all students from rural Australia, 217 700 were male (52.5%) and 196 300 (47.3%) female. Similarly, 26 600 (54.9%) students from remote Australia were male and 21 700 (44.9%) female.
- The great majority of students undertake vocational education and training programs on a part-time basis. The proportion of students from rural (92.3%) and remote (93.5%) areas who were studying part-time was slightly higher than for metropolitan students (89.5%).
- Students from rural and remote areas, on average, are slightly older than their metropolitan counterparts. About 61% of the 1997 VET students residing in rural or remote regions were aged 25 to 64, while the same figure for metropolitan students is 55%.
- Since leaving secondary school, 100 500 students from rural Australia (24.2%) and 9 800 students from remote Australia (20.3%) had already completed an educational qualification before commencing their VET program.

Annual hours

- In 1997, total activity by students from rural Australia in vocational education and training programs was approximately 75 million hours. Students from remote Australia undertook more than 8 million hours.
- Students from metropolitan regions accounted for a total of 206 million hours in 1997.
- Students from rural Australia undertook an average of 181 annual hours each, with an average of 168 hours for students from remote Australia.
- Students from metropolitan regions, on the other hand, undertook an average of 224 hours each.

Note: A full-time load is defined as 540 hours or more per year.

What are annual hours?

Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when the module is undertaken in standard, supervised delivery mode, although some students undertake modules in self-paced learning, flexible-delivery or distance-learning modes.

Funding source

- Of the total number of annual hours undertaken by students from rural Australia, 86.0% were funded from Commonwealth and State/Territory recurrent allocations for VET and 8.2% from Commonwealth and State/Territory specific purpose allocations. 5.8% of annual hours resulted from students who undertook training on a fee-for-service basis.
- 78.6% of the annual hours undertaken by students from remote Australia came from recurrent Commonwealth and State/Territory allocations disbursed by the Australian National Training Authority (ANTA), 13.3% from Commonwealth and State/Territory specific purpose funding and 8.1% from fee-for-service programs.
- For metropolitan students, 88.1% of funding for training was associated with Commonwealth and State/Territory recurrent funding, 7.1% with Commonwealth and State/Territory specific funding and 4.8% with fee-for-service training.

Diversity of VET in Australia

Student diversity

Rural students

VET programs were undertaken by a diverse group of students. Of the total number of 1997 VET students from rural Australia, 15 300, or 4.7%, indicated that they are of Aboriginal or Torres Strait Islander descent and a small proportion of students (9 000, or 3.0%*) reported that they speak a language other than English at home.

In 1997, the majority of rural students were located in Victoria (33.3%), followed by New South Wales (31.5%) and Queensland (18.7%, table 2).

Almost 13.0% of the working population in rural Australia undertook some kind of VET. The participation rate of VET students was highest for rural Victorians – about one person out of five living in rural Victoria participated in VET. The second highest participation rate was in the Northern Territory (15.1%) followed by New South Wales (13.2%, table 2).

Table 2: Working age population (15 to 64 year olds) and VET students in rural Australia by State/Territory**

		NSW	Vic	Qld	WA	SA	Tas	NT	Australia
Working age population	'000	928.3	697.6	790.6	192.4	227.4	173.9	6.1	3 016.3
	%	30.8	23.1	26.2	6.4	7.5	5.8	0.2	100.0
VET students	'000	122.4	129.5	72.6	20.4	27.6	14.2	0.9	388.4
	%	31.5	33.3	18.7	5.2	7.1	3.7	0.2	100.0
% of rural population who are VET students		13.2	18.6	9.2	10.6	12.2	8.2	15.1	12.9
Ratio: 15 to 64 year olds to rural VET students		8:1	5:1	11:1	9:1	8:1	12:1	7:1	8:1

Source: 1997 estimated resident population by region – ABS unpublished data.

Remote students

In contrast to students from rural Australia, almost 10 000 (26.0%)* students from remote Australia indicated that they are of indigenous descent and 3 000 (9.2%*) reported that they speak a language other than English at home.

A high proportion of 1997 VET students from remote regions of Australia resided in Western Australia (33.4%), followed by Queensland (28.8%) and the Northern Territory (14.7%, table 3).

The participation rate of students in VET programs was highest for remote Victorians. Conversely, the participation rate was lowest for students from remote Tasmania (table 3).

Table 3: Working age population and VET students in remote Australia by State/Territory**

		NSW	Vic	Qld	WA	SA	Tas	NT	Australia
Working age population	'000	29.3	7.8	112.8	119.1	21.7	4.1	63.3	358.0
	%	8.2	2.2	31.5	33.3	6.1	1.1	17.7	100.0
VET students	'000	3.7	3.2	13.0	15.1	3.3	0.3	6.4	45.0
	%	8.3	7.1	28.8	33.4	7.3	0.7	14.3	100.0
% of remote population who are VET students		12.7	41.3	11.5	12.6	15.3	8.3	10.2	12.6
Ratio: 15 to 64 year olds to remote VET students		8:1	2:1	9:1	8:1	7:1	12:1	10:1	8:1

Source: 1997 estimated resident population by region – ABS unpublished data.

** The percentages shown here are merely lower bounds since a fair proportion of students have not reported whether they are of indigenous origin or what language they speak at home.*

*** The ACT is essentially a city-state with hardly any rural regions and no remote areas at all. An analysis of VET participation patterns of students residing in 'rural' or 'remote' areas of the ACT is therefore inappropriate.*

Diversity of VET programs

VET programs cover broad areas of learning and are relevant to a wide range of industries. These programs can be at a very basic level, preparing students for entry to employment or further studies to more advanced professional courses. By undertaking and completing a VET program, VET students can receive recognised qualifications ranging from AQF certificate I to advanced diploma.

Programs undertaken by VET students vary enormously in length. Some programs consist of very short modules (subjects) that last for a few hours only, while other programs can extend over a year or longer. Some programs may also start at any time during the year.

In 1997, more than half of the modules in which students from metropolitan, remote and rural Australia were enrolled had a duration of 20 hours or less. A further 30% of modules were 21 to 40 hours long (table 4).

Metropolitan students were more likely to enrol in longer modules than rural and remote students. Approximately 20% of the modules enrolled by metropolitan students were over 40 hours in duration, compared to 14.6% and 17.3% of the modules enrolled by rural and remote students, respectively (table 4).

Table 4: Module enrolments by module length and geographic regions, 1997

Location	Module length (hours)					All enrolments	
	1- 20	*21-40*	*41-80*	*81-100*	*Over 100*	*%*	*'000*
Metropolitan	50.4	29.5	16.4	1.0	2.7	100.0	6 549.7
Rural	56.9	28.4	11.9	0.8	1.9	100.0	2 672.0
Remote	52.9	29.7	14.3	0.9	2.1	100.0	268.9

Course curriculum hours

The profile of course enrolments by course length for metropolitan, rural and remote students differs substantially (table 5).

- Students from rural Australia enrolled in shorter courses. Half of these students enrolled in courses that were 230 hours or less in duration, and only a quarter of these students enrolled in courses with 640 hours or more.
- Approximately half of the students from remote Australia enrolled in courses with course curriculum hours of less than 325 and a quarter enrolled in courses with 645 hours or more in duration.
- Metropolitan students enrolled in longer courses, with about a quarter enrolled in courses with 843 hours or more.

What are course curriculum hours?

Course curriculum hours are the anticipated hours of supervised learning or training considered necessary to present adequately the educational material. Curriculum hours are generally recorded within curriculum documentation. Hours of unsupervised learning or training, if any, are excluded.

Table 5: Course enrolment curriculum hour quartiles by region, 1997

	Course curriculum hours		
Location	*Quartile 1 – 25%*	*Quartile 2 – 50%*	*Quartile 3 – 75%*
Metropolitan	54	360	843
Rural	36	230	640
Remote	50	325	645

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Diversity of VET providers

In Australia, vocational education and training is provided by Technical and Further Education (TAFE) institutes, community-based providers, private providers, and increasingly, by secondary schools. In 1997, the national collection included data from 101 TAFE and other government institutes across 1 000 locations, 599 community centres and 1,477 other registered providers.

TAFE and other Government providers are the major provider group, accounting for over three-quarters of students undertaking VET programs across all three geographic regions in 1997.

Approximately, 16% of students from rural and metropolitan regions of Australia were undertaking their VET studies with a community-based provider, while just 3% of students from remote locations did so.

Students from remote regions were more likely to undertake their programs with private providers. Almost 8% undertook VET with other registered providers in contrast to less than 5% of their rural and metropolitan counterparts (table 6).

Table 6: Number of students by provider type and geographic region, 1997

Provider	Metropolitan		Rural		Remote		All regions	
	'000	*%*	*'000*	*%*	*'000*	*%*	*'000*	*%*
TAFE and other Government	724.5	78.7	328.2	79.1	43.1	89.0	1 140.8	78.2
Community	151.8	16.5	67.7	16.3	1.5	3.1	225.2	15.4
Other Registered	43.7	4.8	18.8	4.5	3.8	7.9	92.6	6.3
Total	**920.0**	**100.0**	**414.8**	**100.0**	**48.4**	**100.0**	**1 458.6**	**100.0**

Students in more detail

Age

In 1997, over a third of VET students from metropolitan, rural and remote regions were in the 25 to 39 age group (table 7).

The proportions of VET students aged 15 to 19 years were similar across the three geographic regions. In rural Australia 20.2% of the students were 15 to 19 years old, in remote Australia 18.4% and in metropolitan regions 19.6% (table 7).

Fewer of the rural (14.1%) and remote (14.7%) students were aged 20 to 24 compared with those from metropolitan Australia (19.4%, table 7).

Across all three geographic regions, 15 to 24 year olds were more likely to be male while 40 to 64 year olds were more likely to be female (table 7). Appendix B provides detailed information about students in vocational education programs by different age groups.

Table 7: Students in vocational education programs by age, 1997 (%)

Age	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Age 14 or under	0.6	0.6	0.6	0.9	1.1	1.0	0.2	0.3	0.3
Age 15-19	22.3	17.9	20.2	20.5	15.8	18.4	21.7	17.3	19.6
Age 20-24	15.7	12.2	14.1	15.6	13.5	14.7	21.0	17.8	19.4
Age 25-39	33.7	35.2	34.4	39.3	41.6	40.3	35.3	36.5	35.8
Age 40-64	26.5	32.5	29.3	23.3	27.2	25.0	20.5	26.7	23.5
All ages (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All ages ('000)	**217.7**	**196.3**	**414.8**	**26.6**	**21.7**	**48.4**	**473.0**	**444.5**	**920.0**

Highest school level completed

In 1997, approximately a third of all students who enrolled in VET programs did not indicate the highest level of secondary schooling completed. Of the rural and remote VET students who provided information on their highest level of schooling, about one third had completed year 10 as their highest level of secondary schooling. Another third had indicated that they completed year 12 (table 8).

There was a substantially higher proportion of metropolitan students who had completed year 12 (table 8).

Across all three geographic regions, there were significantly more female students who had completed year 12 than male students. Male students more likely had completed year 11 and year 10 than females students (table 8).

Table 8: Vocational education students by highest school level and geographic region, 1997 (%)

Highest school level completed	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Year 9 or lower	14.3	12.3	13.4	15.8	14.6	15.2	8.8	9.5	9.1
Year 10	36.4	34.1	35.4	35.8	33.3	34.6	26.4	23.1	24.9
Year 11	18.0	15.7	16.9	17.3	15.9	16.6	16.1	12.6	14.5
Year 12	31.4	37.8	34.3	31.1	36.3	33.6	48.7	54.8	51.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number of students ('000)*	**149.1**	**122.7**	**271.9**	**16.4**	**14.5**	**31.0**	**342.5**	**288.9**	**631.7**

* Total number of those students who provided information on their highest level of schooling.

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Employment status

Details on the employment status of students by geographic region of home address are presented in table 9. There are some noticeable differences among students from rural, remote and metropolitan regions.

- Of the students who reported their employment status, more than half of males and more than a quarter of females from all three geographic regions were working full-time while undertaking a vocational education and training program.
- Across all three geographic regions, less than 10% of male students were working part-time whereas up to 20% of female students were working part-time.
- There were more self-employed students from rural (6.3%) and remote (5.9%) locations than from metropolitan Australia (3.4%).
- Of those who reported their employment status, there were more female students who were unemployed or not in the labour force than male students. This pattern was observed throughout the three geographic regions.

Table 9: Vocational education students by employment status and geographic region, 1997 (%)

Employment status	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Full Time	52.3	27.2	40.4	60.4	32.4	47.1	55.1	33.4	44.8
Part Time	8.2	24.2	15.8	8.1	24.6	15.9	9.8	21.6	15.5
Self Employed	7.1	5.4	6.3	6.3	5.4	5.9	4.1	2.7	3.4
Employer	2.7	1.6	2.2	3.3	2.5	2.9	1.4	0.8	1.1
Employed - Unpaid	0.7	3.9	2.2	0.9	4.0	2.4	0.5	2.8	1.6
Employed	71.1	62.4	67.0	78.9	69.0	74.2	70.9	61.4	66.4
Unemployed	18.6	22.3	20.3	11.8	16.4	14.0	18.8	22.6	20.6
Not in Labour Force	10.3	15.4	12.7	9.3	14.7	11.8	10.3	16.0	13.0
Total number of students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number of students ('000)*	**163.9**	**147.6**	**311.7**	**16.6**	**15.0**	**31.7**	**356.7**	**323.7**	**680.7**

* Total number of those students who provided information on their labour force status.

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Courses in more detail

Course classifications

A number of classification systems are used to describe the content and level of VET courses, including:

1. *Field of study* - describes the primary subject matter of the course
2. *Stream of study* – indicates the type and level of the course
3. *Qualification category* – classifies the qualification awarded to an individual on successful completion of a course

The following tables show the type of courses which vocational education students undertook in 1997 in terms of the above three classifications.

Field of study

In 1997, just over 600 students from rural Australia, 500 students from remote Australia and 20 800 students from metropolitan regions enrolled in modules only and as such, they were not associated with a specific course (table 10).

Across all three geographic regions, female students predominantly undertook 'Business, Administration, Economics' and 'TAFE multi-field education'. The fields of study with a high proportion of male students from rural and remote regions were 'Engineering, surveying' and 'VET multi-field education'. Male students from metropolitan regions predominantly enrolled in the 'Engineering, surveying' and 'Business, administration and economics' fields of study.

Even though 13.7% of male students from rural Australia and 16.7% of male students from remote Australia undertook studies in the field of 'Land and marine resources, and animal husbandry', only 4.1% of male students from metropolitan region did so. The number of male and female students in each field of study for all three geographic regions is shown in more detail in table 10 below.

Table 10: Vocational education students in each field of study, 1997 (%)

Field of study	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Land and marine resources, animal husbandry	13.7	4.8	9.5	16.7	6.6	12.2	4.1	2.1	3.1
Architecture, building	9.4	1.2	5.5	5.4	0.6	3.2	11.9	1.5	6.9
Art, humanities and social sciences	3.6	8.7	6.0	4.6	9.6	6.8	6.4	13.9	10.0
Business, administration, economics	15.8	30.5	22.8	12.2	36.6	23.2	19.2	31.0	24.9
Education	2.7	4.8	3.7	4.3	6.9	5.4	1.7	2.9	2.3
Engineering, surveying	27.5	3.7	16.2	28.5	2.7	16.9	28.5	3.5	16.4
Health, community services	7.6	17.0	12.1	5.8	14.0	9.5	5.1	13.5	9.1
Law, legal studies	0.4	0.4	0.4	0.7	0.3	0.5	0.9	0.7	0.8
Science	7.4	13.0	10.0	4.7	8.0	6.2	7.3	8.8	8.0
Veterinary science, animal care	0.0	0.3	0.2	0.0	0.3	0.1	0.0	0.4	0.2
Services, hospitality, transportation	13.1	14.1	13.6	5.8	9.7	7.6	12.0	12.4	12.2
VET multi-field education	19.1	24.4	21.5	31.2	25.0	28.4	18.4	25.0	21.5
All fields of study ('000)	**217.5**	**195.9**	**414.1**	**26.3**	**21.5**	**47.9**	**466.2**	**430.6**	**899.2**
Module enrolment only ('000)	0.2	0.4	0.6	0.3	0.2	0.5	6.7	14.0	20.8
Total students ('000)	**217.7**	**196.3**	**414.8**	**26.6**	**21.7**	**48.4**	**473.0**	**444.5**	**920.0**

* Some students enrol in more than one field of study. Therefore the percentages shown sum to more than 100.

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Stream of study

Over a quarter of students from rural and remote Australia undertook initial vocational courses which are categorised as 'operatives'. These courses provide initial education and training for entry to vocations requiring a level and range of skills that is normally required for a tradesperson. After completion of these initial vocational courses, students are able to perform a limited range of skilled operations.

The second most popular course enrolled by rural (17.8%) and remote (18.9%) students were initial vocational courses that are classified as 'complete other skills courses'. These courses provide initial education and training entry to vocations which are not recognised as trades but which require a range of skills at a similar level.

Many students from rural and remote Australia also enrolled in basic employment skill courses. These courses involve preparatory activities that enable students to participate in subsequent education or social settings.

The three courses predominantly undertaken by students from metropolitan Australia were:

- Initial vocational course – operatives
- Entry to employment or further education – basic employment skills
- Initial vocational courses – complete other skills

Across all geographic regions, many more male students were enrolled in 'initial vocational courses – complete trade courses' than females. Detailed information on VET students' stream of study by sex and region is shown in appendix B.

Qualification category

The qualification category classifies the qualification that individuals could receive upon successful completion of their VET course. Appendix A explains the eight qualification categories in terms of the major awards in the Australian Qualification Framework, and equivalent levels.

Across all three geographic regions, there was a high proportion of students who enrolled in 'Non-award courses'. These include 134 700 courses undertaken by students from rural Australia, 12 400 courses by remote students and 222 100 courses by metropolitan students.

For students from rural Australia, 24.4% of course enrolments which upon successful completion lead to some kind of qualification were classified as 'Other certificates, endorsements and other'. The equivalent figure for students from remote Australia was 23.7%, and the figure for metropolitan students was 22.3%.

There was also a higher proportion of enrolments in 'statements of attainment' courses by students from rural Australia (19.0%) compared with students from other regions of Australia.

The percentage of course enrolments leading to 'AQF Certificate I & II' was higher for students from remote Australia than for those from rural or metropolitan Australia. There were substantially more course enrolments leading to 'Diplomas' by students from metropolitan Australia than from other geographic regions. A breakdown of this information is presented in table 12.

Table 12: Course enrolments by qualification category and region, 1997 (%)

Qualification category	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Diplomas and above	7.4	10.1	8.7	7.5	9.1	8.2	16.4	18.5	17.4
AQF certificate IV and equiv.	9.4	11.4	10.3	7.4	8.4	7.9	12.5	11.7	12.1
AQF certificate III and equiv.	20.0	18.4	19.2	18.5	22.8	20.5	21.1	14.8	18.0
AQF certificate I and II	17.0	19.6	18.3	22.1	24.8	23.4	14.6	17.4	16.0
AQF – senior secondary	0.1	0.2	0.2	0.0	0.0	0.0	0.4	0.6	0.5
Other certificates, endorsements and other	24.9	23.7	24.4	24.9	22.4	23.7	20.0	24.8	22.3
Statements of attainment	21.2	16.5	19.0	19.5	12.6	16.2	15.2	12.1	13.7
Sub-total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Sub-total ('000)	**219.8**	**194.9**	**415.3**	**25.8**	**23.3**	**49.1**	**482.6**	**440.0**	**925.0**
Non-award courses ('000)	61.9	72.5	134.7	7.7	4.7	12.4	104.3	117.3	222.1
All qualifications ('000)	**281.7**	**267.4**	**550.0**	**33.5**	**27.9**	**61.5**	**586.9**	**557.2**	**1 147.2**

Modules in more detail

Module enrolments

An important feature contributing to the diversity in the VET participation patterns is the extensive modularisation of courses. A module (subject) is a unit of training in which students formally enrol, usually, but not necessarily, as part of a course. The length of modules varies enormously, from just a few hours to hundreds of hours. In 1997, VET students typically enrolled in more than one module and the majority of these modules were 20 hours or less in duration.

Table 13: Module enrolments by geographic regions, 1997

Location	Male		Female		Persons	
	'000	*%*	*'000*	*%*	*'000*	*%*
Metropolitan	3 345.5	51.1	3 173.6	48.5	6 549.7	100.0
Rural	1 353.7	50.7	1 310.5	49.0	2 672.0	100.0
Remote	141.8	52.7	126.7	47.1	268.9	100.0

Key features of module enrolment characteristics in 1997 are (table 13):

- For metropolitan and rural students, module enrolment patterns are similar for males and females.
- The average number of modules in which male remote students enrolled, however, was higher than the average number of modules in which their female counterparts enrolled.
- On average, metropolitan VET students enrolled in the largest number of modules. They averaged about seven module enrolments per person, with each module being an average of about 31 hours long.
- Rural VET students, on average, enrolled in six modules each. Overall, they enrolled in shorter modules, with the average module length being 28 hours.
- Remote VET students also averaged about six module enrolments per person, with each module, on average, being slightly more than 30 hours long.

Stream of study grouping

There are four main grouping for the streams of study, namely:

1. **Preparatory** – Upon completion, these modules enable participation in subsequent education or prepare for further education
2. **Operatives** – VET courses, which provide education to vocations that require a level and range of skills less than normally required for a tradesperson
3. **Trades/skilled** – VET courses, which provide initial or further education in trade and technician courses as well as supervisory courses
4. **Professional/paraprofessional** – VET courses at a higher and more specialised level

It is important to note that the groupings in this report are based on the stream of study classifications and differ from those in the activity tables used for national planning purposes, which are based on the occupational intent of the course, as reflected in the ASCO code. This means that even though the names of the groupings are similar, the activity assigned to them is quite different.

The pattern of module enrolments by stream of study grouping is essentially the same for all students across the three geographic regions. That is, students from metropolitan, rural and remote regions of Australia predominantly enrolled in modules at trades/skilled level, followed by operative and preparatory levels.

However, a larger proportion of students from metropolitan Australia enrolled in modules at professional/paraprofessional level than those from rural and remote regions (figure 1).

Conversely, there were more students from remote and rural Australia who enrolled in modules at trades/skilled and operative levels compared to those from metropolitan Australia (figure 1).

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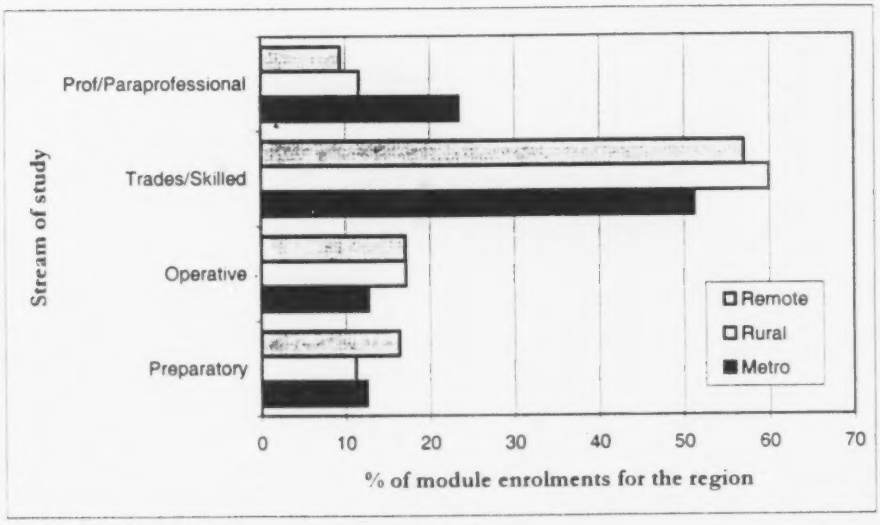
Figure 1: Module enrolments by stream of study grouping and geographic region



Module outcomes

Every module enrolment results in one of the eleven module outcomes specified within the Australian Vocational and Training Management Information System (AVETMIS) Standard. The eleven outcomes can be summarised into four main categories (see appendix A for more information):

- Completion
- Non-completion
- In-completion (ie. studies continue)
- Recognition of prior learning (RPL) and credit transfer

Another measure for outcomes is the module completion rate (MCR) which is given by (*ANTA Annual Report, 1997*):

$$\text{MCR} = \frac{\text{completed modules}}{\text{sum of completed and noncompleted modules}} \times 100$$

Note: *Some factors such as the different practices in assessment in different courses; the different ways in which different providers interpret AVETMISS module outcomes and also the duration of each module could have an effect on module outcomes. However, the tables presented below did not take these factors into consideration. Hence, care should be exercised when making definitive conclusions about the outcomes for these groups of students.*

The following section provides information on module outcomes in terms of the number of modules completed and the MCR for each group of students.

Generally, the module completion rates were similar across the geographic regions (table 14).

However, VET modules undertaken by metropolitan and rural students were marginally more likely to be completed than those undertaken by remote students. The proportion of modules which were in-complete, on the other hand, was much higher for remote students than for students from other regions.

The proportion of modules resulting in non-completion was highest for metropolitan students followed by rural students.

Students from rural and remote locations were less likely to be granted status or credit through recognition of prior learning (RPL) or credit transfer arrangements than those from metropolitan regions.

Table 14: Module outcomes by gender and geographic region

%	Completion	Non-completion	In-completion	RPL and credit transfer	Unknown	All outcomes	All outcomes ('000)	MCR
Metropolitan								
Male	65.7	17.4	5.0	6.4	5.6	100.0	3,345.5	79.1
Female	65.8	16.1	4.4	6.0	7.6	100.0	3,173.6	80.3
Persons	65.5	16.7	4.7	6.2	7.0	100.0	6,549.7	79.7
Rural								
Male	67.3	14.2	5.8	4.6	8.2	100.0	1,353.7	82.6
Female	64.1	14.8	4.8	5.2	11.1	100.0	1,310.5	81.2
Persons	65.5	14.5	5.3	4.9	9.9	100.0	2,672.0	81.9
Remote								
Male	65.6	10.6	12.0	2.8	9.0	100.0	141.8	86.1
Female	58.4	13.3	11.7	3.5	13.0	100.0	126.7	81.5
Persons	62.2	11.9	11.9	3.1	11.0	100.0	268.9	84.0

Module completions by stream of study grouping

Across all stream of study groupings modules in which metropolitan and rural students enrolled were more likely to be completed than those modules in which remote students enrolled. However, the proportion of modules which were in-complete was highest for remote students. This pattern was consistent throughout all stream of study groupings.

Preparatory level

At preparatory level, modules undertaken by metropolitan and rural students were more likely to be completed, while there was a high proportion of in-completed modules for remote students (table 15).

The proportion of modules, which resulted in failure or withdrawals or whose results were withheld, was highest for metropolitan students, followed by rural students (table 15).

Module completion rates did not differ very much between male and female students from metropolitan and rural regions. Modules undertaken by male students from remote regions, however, were more likely to be completed than those undertaken by female remote students, while modules in which female remote students enrolled were more likely to result in non-completion or in-completion (table 15).

Table 15: Module outcomes at the preparatory level by sex and geographic region (%)

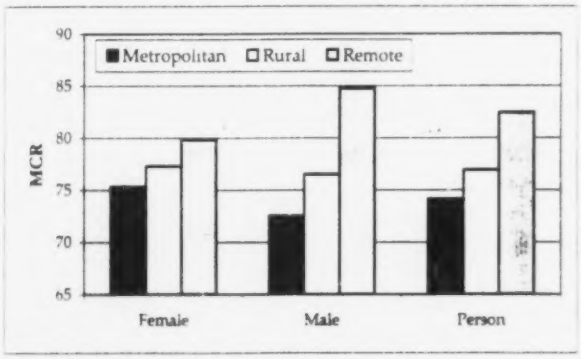
Geographic region	Sex	Completion	Non-completion	In-completion	RPL and credit transfer	Unknown	All outcomes (%)	All outcomes ('000)
Metropolitan	Male	63.4	23.9	5.1	0.7	6.8	100.0	345.5
	Female	64.1	21.0	4.5	0.9	9.5	100.0	467.3
	Persons	63.7	22.2	4.8	0.8	8.5	100.0	813.8
Rural	Male	65.5	20.1	4.1	0.7	9.6	100.0	136.3
	Female	63.8	18.7	3.9	1.1	12.5	100.0	162.8
	Persons	64.6	19.3	4.0	0.9	11.2	100.0	299.3
Remote	Male	63.8	11.5	18.8	0.5	5.4	100.0	22.6
	Female	57.6	14.5	22.2	1.0	4.7	100.0	21.2
	Persons	60.8	12.9	20.4	0.7	5.1	100.0	43.8

At the preparatory level, modules undertaken by students from remote regions produced the highest module completion rate (MCR), followed by metropolitan students.

The MCR for male remote students was higher than for female remote students.

Conversely, the MCRs for female students from metropolitan and rural Australia were higher than for their male counterparts.

Figure 2: Module completion rates - preparatory level



Operatives level

Although the proportion of completed modules was higher for metropolitan and rural students, the proportion of incompleted modules was much higher for remote students (table 16).

At operative level, students from metropolitan locations were more likely to be granted status or credit through recognition of prior learning (RPL) or credit transfer. While remote students were the least likely to receive credit status through RPL or credit transfer (table 16).

Modules undertaken by male and female students from metropolitan regions produced similar outcomes. In Australia's remote regions, on the other hand, the proportion of completed modules was higher for females than males. This contrasts to the findings in rural areas where the proportion of completed modules was higher for males than females (table 16).

Table 16: Module outcomes at the operatives level by sex and geographic region (%)

Geographic region	Sex	Completion	Non-completion	In-completion	RPL and credit transfer	Unknown	All outcomes (%)	All outcomes ('000)
Metropolitan	Male	65.9	16.7	3.9	5.1	8.4	100.0	365.8
	Female	65.9	15.5	2.5	5.8	10.4	100.0	462.8
	Persons	65.8	16.0	3.1	5.5	9.6	100.0	829.2
Rural	Male	65.9	14.4	4.0	3.1	12.6	100.0	201.2
	Female	63.9	14.0	3.5	4.9	13.8	100.0	256.8
	Persons	64.7	14.1	3.7	4.1	13.3	100.0	458.5
Remote	Male	57.4	12.4	12.4	2.5	15.2	100.0	24.2
	Female	61.6	14.4	11.2	2.7	10.1	100.0	21.3
	Persons	59.3	13.3	11.8	2.6	13.0	100.0	45.8

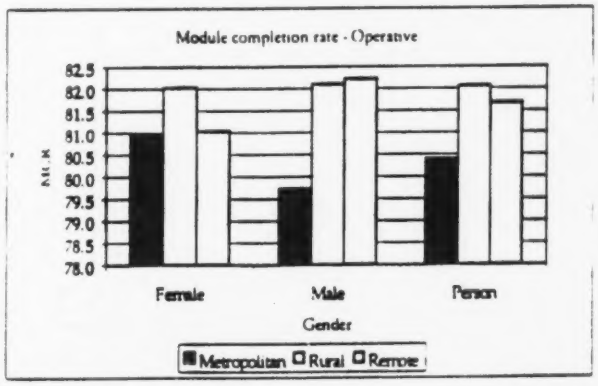
At the operative level, modules undertaken by rural students produced the highest MCR (figure 3).

Modules in which female students from metropolitan Australia enrolled resulted in a better MCR than those undertaken by male metropolitan students.

Conversely, males from remote Australia achieved a better MCR than their female counterparts.

In Australia's rural areas males and females had similar MCRs.

Figure 3: Module completion rates - operatives level



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Trades/skilled

At the trades/skilled level, metropolitan, rural and remote students produced similar proportions of completed modules. However, modules undertaken by remote students were more likely to be in-complete and less likely to result in non-completions (table 17).

Modules undertaken by metropolitan students resulted in the highest number of non-completions. In addition, these students were more likely to be granted status credit through RPL and credit transfer (table 17).

The proportion of completed modules was higher for male students from metropolitan, rural and remote regions than for female students from these regions (table 17).

Table 17: Module outcomes at the trades/skilled level by sex and geographic region (%)

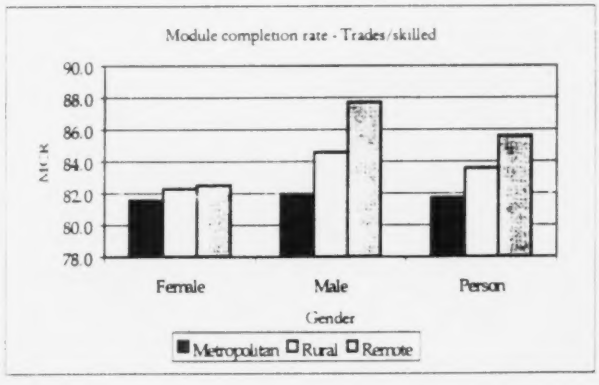
Geographic region	Sex	Completion	Non-completion	In-completion	RPL and credit transfer	Unknown	All outcomes (%)	All outcomes ('000)
Metropolitan	Male	67.8	15.0	5.9	5.3	5.9	100.0	1,897.1
	Female	65.4	14.8	5.7	6.0	8.2	100.0	1,416.0
	Persons	66.2	14.8	5.8	5.6	7.6	100.0	3,341.8
Rural	Male	68.9	12.6	6.6	4.4	7.5	100.0	889.4
	Female	64.1	13.8	5.4	5.3	11.4	100.0	705.4
	Persons	66.5	13.1	6.0	4.8	9.6	100.0	1,601.9
Remote	Male	69.8	9.8	10.4	2.3	7.8	100.0	84.8
	Female	57.7	12.2	9.1	3.5	17.4	100.0	67.7
	Persons	64.4	10.8	9.9	2.8	12.1	100.0	152.7

At the trades/skilled level, modules undertaken by female students from metropolitan regions produced a relatively similar MCR to those of males (figure 4).

The module completion rates for male students in rural and remote regions of Australia were higher than those for females in these regions.

Students from remote Australia achieved the highest completion rate, followed by students from rural and metropolitan areas.

Figure 4: Module completion rates - operatives level



Professional/paraprofessional

At the professional/paraprofessional level, modules undertaken by metropolitan students were more likely to be completed than those undertaken by students from rural and remote regions with modules undertaken by rural students being more likely to be completed than those undertaken by remote students (table 18).

The proportion of modules, which were not completed, was highest for those undertaken by metropolitan students. This was followed by those undertaken by rural students (table 18).

There was a large proportion of modules undertaken by remote students that were in-complete.

At professional/paraprofessional level, male students across all three geographic regions were more likely to be granted credit status through RPL or credit transfer than females.

Table 18: Module outcomes at the professionals/para-professionals level by sex and geographic region (%)

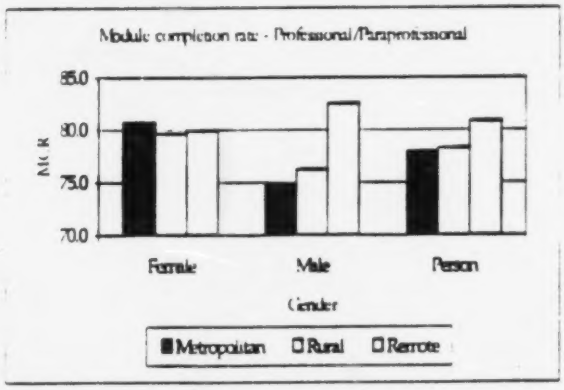
Geographic region	Sex	Completion	Non-completion	In-completion	RPL and credit transfer	Unknown	All outcomes (%)	All outcomes ('000)
Metropolitan	Male	61.8	20.9	3.2	12.4	1.6	100.0	727.8
	Female	69.2	16.5	3.2	9.4	1.7	100.0	806.5
	Persons	65.7	18.6	3.2	10.8	1.7	100.0	1,534.5
Rural	Male	59.7	18.6	4.5	12.6	4.6	100.0	126.4
	Female	65.2	16.7	4.8	8.7	4.6	100.0	184.9
	Persons	63.0	17.5	4.7	10.3	4.6	100.0	311.3
Remote	Male	53.3	11.3	8.6	13.4	13.5	100.0	9.4
	Female	58.1	14.5	9.4	8.1	9.9	100.0	15.8
	Persons	56.3	13.3	9.1	10.1	11.2	100.0	25.2

At the professional/paraprofessional level, modules undertaken by remote students generally resulted in the highest MCR. This was followed by those modules undertaken by rural and metropolitan students.

Female metropolitan students achieved a better MCR than their male counterparts.

Modules undertaken by male students from remote regions produced a higher MCR than those by female students from the same region.

Figure 5: Module completion rates – professional/paraprofessional level



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Distance and studying by correspondence

Distance

For students in rural and remote locations the distance to a provider of vocational education and training programs, and the associated travel costs and travel time, are major factors influencing participation in training. Despite this, the data show that the participation rate for Australians in rural and remote locations is similar to that of their capital city and other metropolitan counterparts, although, as has been shown, rural and remote students are more likely to study part-time.

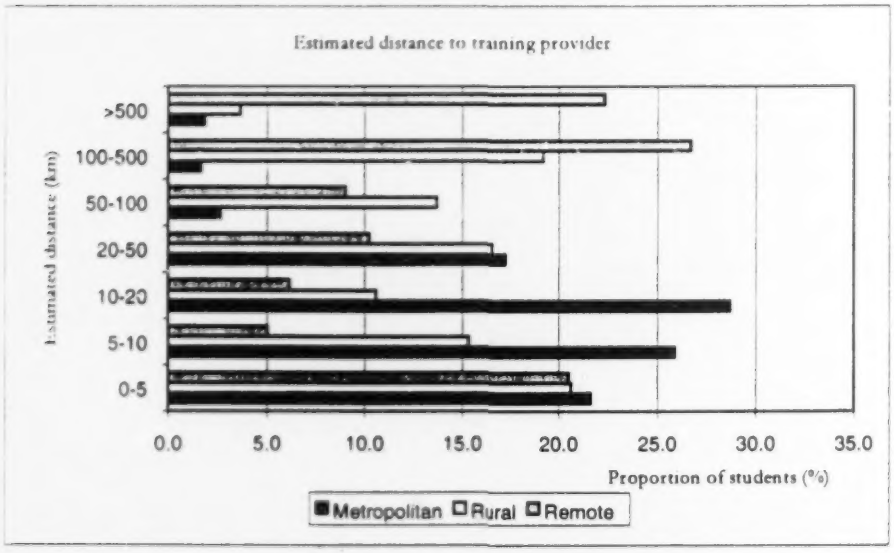
From each student's residential postcode and the postcode of his or her training provider it is possible to estimate the distance between where students live and where they undertake their training. This estimate provides an indication of the distance which students, and in some cases their teachers, are likely to travel in order to attend classes. For correspondence students, on the other hand, it is an indication of the distance which students have elected not to travel to undertake their course.

Figure 6 shows the potential commuter distance patterns for students in various locations. It can be seen that approximately 20% of students live within five kilometres of their training provider, regardless of the geographic region of residence in which they live. However, with the exception of this feature it is clear that the travel patterns for capital city and other metropolitan students are very different from those of rural and remote-location students:

- Over 76% of students living in capital city and metropolitan locations reside within 20 kilometres of their training provider. By contrast, the corresponding figure for rural location students is 46.5%, and 31.7% for remote location students.
- Just 3.5% of students residing in a capital city or other metropolitan centre live more than 100 kilometres from their training provider, whereas for rural location students the proportion is 22.9%. For remote-location students almost half (49.1%) live more than 100 kilometres from their training provider.
- Almost one quarter (22.3%) of the students from remote locations live more than 500 kilometres from their training provider.

Although a proportion of the students who live a considerable distance from their training provider commute (the actual number is unknown), many study by correspondence (see below) or attend on a block-release or similar basis in order to minimise the cost and time of travel. In some instances – training delivered at aboriginal communities in remote areas, for example - teaching staff travel from the training provider to the students' employer or to a temporary local site to deliver training.

Figure 6: Student participation by geographic region of residence and estimated distance to training provider



Correspondence students

Correspondence and related modes of study provide an important means by which students can undertake vocational education and training programs without having to attend classes on a regular basis. Study by correspondence is available as an option in all States and Territories, with a number of institutes around Australia specialising in servicing the needs of students studying by correspondence or by other distance-learning options.

In 1997, 63 100 students (4.3% of the total) undertook studies by correspondence only, with a further 22 700 students (1.6%) undertaking part of their studies by correspondence and the remainder through attendance. However, these patterns are somewhat different for students living in rural and remote areas, with much higher rates of study by correspondence in rural and remote locations (table 19).

- The proportion of students studying by correspondence only increases from 3.6% in capital city locations, to 4.7% for other metropolitan locations, to 5.5% for rural locations and to 9.3% for students in remote locations.
- The proportion of students undertaking mixed correspondence and non-correspondence studies increase in a similar way, though less dramatically, from 1.4% for students living in capital-city locations to 2.1% for remote locations.
- The proportion of students studying only in a non-correspondence mode decreases across the locations, from 95.0% for the capital cities to 88.6% for remote locations.

Table 19: Mode of delivery by residential postcode, 1997

Mode of study	Capital city	Other metropolitan	Rural	Remote	All locations (a)	Number ('000)
Correspondence only	3.6	4.7	5.5	9.3	4.3	63.1
Mixed correspondence and non-correspondence	1.4	1.6	2.0	2.1	1.6	22.7
Non-correspondence only	95.0	93.7	92.5	88.6	94.1	1 372.8
Total	100.0	100.0	100.0	100.0	100.0	1 458.6
Number ('000)	820.5	99.4	414.8	48.4	1,458.6	

Note (a): includes 75,500 students for whom a residential location is not available.

It is clear that the availability of study options by correspondence provides an important mechanism by which Australians in rural and remote locations access vocational education and training programs. The relationship between commuter distance and correspondence study is explored further in the next section.

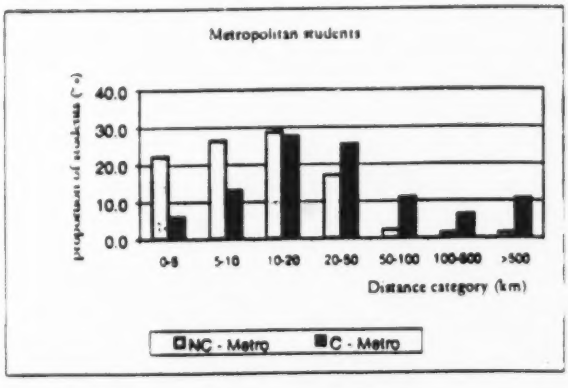
Relationship between distance and study by correspondence

Metropolitan students

Generally, correspondence students live further away from their training provider than non-correspondence students. In 1997, half of 'non-correspondence' metropolitan students lived 10.4km or more away from their training provider, while half of metropolitan students who undertook their course via correspondence lived 21.5km or more away from their training provider.

It can be seen that if the estimated distance between home address and training provider was less than 20km, then there was a larger proportion of non-correspondence than correspondence students. However, as the estimated distance between where students lived and their training provider became further than 20 km, there was a larger proportion of correspondence than non-correspondence students (figure 7).

Figure 7: Student participation in metropolitan areas by estimated distance to training provider
(C: correspondence; NC: non-correspondence)



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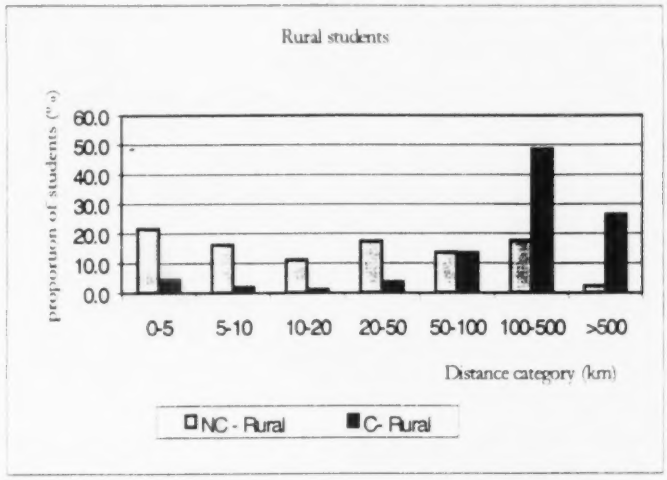
Rural students

Students from rural Australia live further away from their training provider than metropolitan students. Generally, in 1997 half of the non-correspondence students from rural Australia lived 22.0km or more away from their provider location, while the estimated distance between where correspondence students lived and where they undertook their training was 242km or more.

When the estimated commuter distance was less than 50km, there was a larger proportion of non-correspondence students. Conversely, the e was a much larger proportion of correspondence students when the estimated commuter distance was 100km or more. Nevertheless, there seems to be a similar proportion of correspondence and non-correspondence students when the estimated commuter distance was between 50 and 100km (figure 8).

Figure 8: Student participation in rural areas by estimated distance to training provider (C: correspondence; NC: non-correspondence)

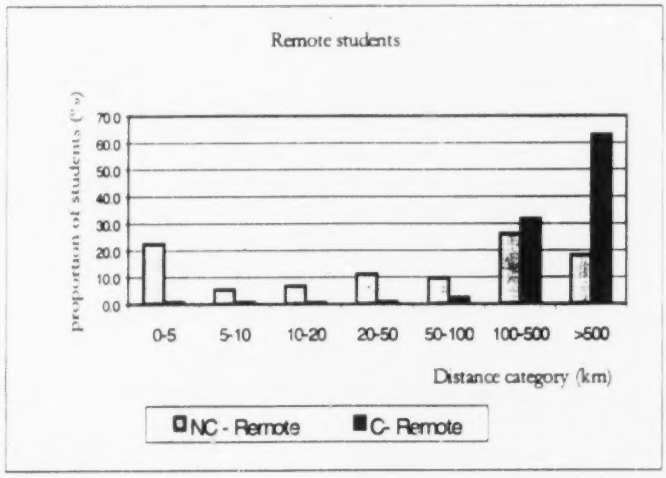


Remote students

The distance between where students live and where they undertake their training was furthest for remote students. In 1997 half of the non-correspondence students from remote regions lived 65.2km or more away from their training provider, while the estimated distance between residential address and training provider for fifty percent of correspondence students from remote areas was 610km or more.

Figure 9 below shows the estimated distance between where remote students lived and where they undertook their training. It can be seen that unless the estimated distance was more than 100km, there was a larger proportion of non-correspondence students than correspondence students. At distances greater than 100km, there was a larger proportion of non-correspondence students.

Figure 9: Student participation in remote areas by estimated distance to training provider
(C: correspondence; NC: non-correspondence)



Outcomes of VET graduates

Nationally, the Graduate Destination Survey (GDS) was sent out to all 1997 graduates of TAFE Institutes in Australia who completed a certificate, advanced certificate, associate diploma, advanced diploma or bachelor's degree of at least 200 hours or one semester in duration, and had an Australian residential address.

The following section provides analysis of selected statistics on 1997 graduates who responded to the 1998 GDS.

Almost 67 000 graduates responded to the GDS, of these over 70% lived in metropolitan regions of Australia, more than a quarter were from rural locations and only 2.0% were from rural areas (table 20).

Table 20: Number of 1997 graduates by geographic regions, 1998 GDS

	Male		Female		Persons	
Location	*'000*	*%*	*'000*	*%*	*'000*	*%*
Metropolitan	21.6	72.1	26.1	71.0	47.6	71.5
Rural	7.7	25.9	9.9	26.8	17.6	26.4
Remote	0.6	1.9	0.7	2.0	1.3	2.0
Regions unknown	0.0	0.1	0.0	0.1	0.1	0.1
All respondents	29.9	100.0	36.7	100.0	66.6	100.0

Level of qualification completed

Across the three geographic regions, the levels of qualifications completed by the majority of graduates were:

- AQF – certificate II
- AQF – certificate III
- AQF – certificate IV
- Certificate – not elsewhere classified

Across all three geographic regions, there were substantial differences between the qualifications completed by male and female graduates.

More than 20% of female graduates completed an 'AQF – certificate III' qualification compared with less than 15% of males who completed this level of qualification.

In addition, male graduates were much more likely to complete a 'Certificate – trade' level qualification. Over 19% of male graduates from metropolitan, rural and remote regions completed this level of qualification in contrast to less than 3% of female graduates.

Graduates from metropolitan Australia were more likely to complete higher level qualification. Almost a tenth of graduates from metropolitan areas completed an 'associate diploma' in contrast to less than 5% of their rural and remote counterparts.

Table 21 below provides more information on the level of qualifications completed by graduates from metropolitan, rural and remote regions.

Table 21: Level of qualification completed by graduates, by sex and geographic regions (%), 1998 GDS

Level of qualification completed	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Diploma	0.7	0.9	0.8	0.1	0.3	0.2	0.3	0.7	0.5
Associate diploma	10.0	8.0	8.9	4.0	4.0	4.0	5.7	5.2	5.4
Advanced certificate – post trade	0.8	0.1	0.4	0.5	0.1	0.3	0.0	0.0	0.0
Advanced certificate – other	7.3	6.4	6.8	5.1	6.5	5.9	3.8	2.2	2.9
Certificate – trade	19.3	1.7	9.7	24.2	1.9	11.7	26.3	2.7	13.1
Certificate – not elsewhere classified	11.6	17.5	14.8	16.6	19.4	18.2	14.3	22.8	19.1
AQF – certificate I	4.7	4.5	4.6	7.3	4.0	5.4	7.7	6.0	6.8
AQF – certificate II	9.1	15.7	12.7	11.1	20.0	16.1	8.3	16.9	13.1
AQF – certificate III	14.0	20.3	17.4	14.1	24.9	20.1	10.3	22.8	17.4
AQF – certificate IV	11.9	11.8	11.8	11.5	10.9	11.2	17.6	13.0	15.0
AQF – diploma	7.9	9.9	9.0	4.4	7.0	5.8	5.0	7.0	6.1
AQF – advanced diploma	2.8	3.2	3.0	1.0	1.1	1.0	0.7	0.5	0.6
All qualifications completed	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All qualifications completed ('000)	**21.6**	**26.1**	**47.6**	**7.7**	**9.9**	**17.6**	**0.6**	**0.7**	**1.3**

Labour force status (six months after completion of TAFE course)

Graduates were asked to provide information on their employment status as at six months after completion of their TAFE courses. Of those graduates who did report their employment status, over 70% were employed. This figure was consistent for all three major geographic regions.

Across all geographic regions, the proportion of graduates who were employed full-time was higher for males than females. Over two-thirds of male graduates were employed on a full-time basis, in contrast to under 40% of females.

There was a larger proportion of male graduates from remote regions (80.1%) who were employed full-time in contrast to those from metropolitan (66.5%) and rural (69.9%) locations.

Conversely, there were more females who were employed on a part-time basis. Over a quarter of females from metropolitan, rural and remote regions were employed part-time in contrast to less than 11% of their male counterparts. Female graduates from metropolitan, rural and remote regions were more likely to be unemployed and not in the labour force than males from these regions (table 22).

Table 22: Labour force status at 30/5/98 by geographic regions (%), 1998 GDS (FT: full-time; PT: part-time)

Labour force status	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Employed FT	66.5	38.3	51.2	69.9	33.1	49.4	80.1	38.2	56.5
Employed PT	11.4	27.4	20.1	9.3	31.7	21.8	5.0	32.3	20.3
Employed	78.0	65.7	71.3	79.2	64.8	71.2	85.1	70.4	76.8
Looking for FT work	9.5	10.0	9.7	11.1	11.2	11.2	5.4	8.0	6.9
Looking for PT work	2.7	6.7	4.9	1.8	6.9	4.6	1.5	4.9	3.4
Unemployed	12.2	16.7	14.6	12.9	18.1	15.8	6.8	12.9	10.3
Not in labour force	9.8	17.6	14.1	7.9	17.1	13.0	8.1	16.6	12.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
*** Total ('000)**	**20.5**	**24.6**	**45.1**	**7.3**	**9.1**	**16.4**	**0.5**	**0.7**	**1.2**

* Total number of respondents includes those respondents who indicated their employment status only

Industry

Employers are assigned to an industry according to their main economic activity (i.e. the main kinds of goods produced or services provided). Industries are classified in a hierarchical classification system according to the Australian and New Zealand Standard Industrial Classification (ANZSIC).

Male and female graduates were employed in a range of different industries.

- The three industries, which predominantly employed male graduates from metropolitan and rural regions, were manufacturing, retail trade and construction.
- The industries with the majority of female graduates were health and community services, retail trade and property and business services.
- Male graduates from remote locations were predominantly employed in industries such as mining, manufacturing and construction.
- Females from remote locations were more likely to be employed in industries such as health and community services, retail trade and government administration and defence.
- Generally, graduates from rural and remote regions were more likely to be employed in industries such as agriculture, forestry and fishing than those from metropolitan regions.
- At least 20% of male graduates from remote regions were employed in the mining industries in contrast to less than 2% of male graduates from metropolitan and rural locations.
- Conversely, approximately 20% of males from metropolitan and rural Australia were involved in the manufacturing industries while only 11% of males from remote regions were involved in these industries.

ASCO (occupation)

Graduates were assigned to an occupation based on the main tasks or duties they performed in their main job. Occupation is classified and defined according to the hierarchical classification system, Australian Standard Classification of Occupation (ASCO). The structure of ASCO is based on the kind of work defined in terms of skill level and skill specialisation.

Over 40% of male graduates across all geographic regions were employed as 'tradespersons or related workers' while approximately 40% of female graduates were employed as 'intermediate clerical, sales and service workers' across all geographic regions.

There was a higher proportion of graduates from rural regions (8.6%) who were 'labourers and related workers' than those from metropolitan regions (5.3%).

Graduates from metropolitan regions (9.0%) were more likely to be involved in occupations such as 'elementary clerical, sales and service workers' than those from remote locations (4.9%).

A breakdown of the information on occupations which graduates were employed by the three geographic regions is shown in table 23 below.

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Table 23: Occupation by geographic regions (%), 1998 GDS

ASCO description	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Managers and administrators	4.0	2.4	3.2	6.0	3.4	4.6	6.4	3.9	5.1
Professionals	9.8	12.2	11.0	7.4	10.5	9.0	11.7	13.3	12.5
Associate professionals	15.7	12.4	14.0	11.0	11.9	11.5	17.6	13.1	15.3
Tradespersons and related workers	41.4	6.5	23.6	47.5	8.4	27.3	42.5	7.8	24.5
Advanced clerical and service workers	1.4	8.4	5.0	0.7	6.0	3.5	0.2	5.1	2.8
Intermediate clerical, sales and service workers	10.1	40.1	25.4	6.7	40.5	24.1	4.7	39.8	22.9
Intermediate production and transport workers	5.6	1.4	3.5	6.4	1.5	3.9	8.1	2.2	5.0
Elementary clerical, sales and service workers	5.5	12.4	9.0	3.5	11.4	7.6	2.3	7.3	4.9
Labourers and related workers	6.5	4.1	5.3	10.8	6.5	8.6	6.6	7.5	7.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
*** Total ('000)**	**16.1**	**16.7**	**32.8**	**5.9**	**6.3**	**12.2**	**0.5**	**0.5**	**1.0**

* Total number of respondents includes those respondents who indicated their occupation only

Further studies

Just over 25 000 graduates reported that they had enrolled in another course since completing their TAFE course. This figure represents 38.4% of the total number of graduates who responded to the GDS (table 24).

There were 19 000 graduates from metropolitan regions who had enrolled in another course, representing 39.9% of metropolitan graduates who responded to the 1998 GDS. The equivalent figures for graduates from rural and remote locations were 6 000, or 35.2%, and about 400, or 30.0%, respectively.

Of those graduates involved in further studies, over two-thirds from metropolitan and rural regions had enrolled in another course at TAFE and at least 19% of these graduates had enrolled to study at university.

Less than 60% of graduates from remote regions were undertaking further studies at TAFE, and at least 30% had enrolled to study at university.

Table 24: Type of institution enrolled by graduates, 1998 GDS

Type of institution	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
University	24.6	25.7	25.2	17.4	20.5	19.3	33.1	30.1	31.2
TAFE	69.1	65.7	67.2	74.4	70.8	72.2	59.4	58.6	58.9
Private training provider	3.4	4.3	3.9	4.2	3.7	3.9	1.9	3.8	3.1
ACE centre	0.7	1.5	1.2	0.8	1.9	1.5	1.3	1.1	1.2
Secondary school	0.3	0.4	0.4	0.6	0.4	0.5	1.3	1.1	1.2
Other	2.0	2.4	2.2	2.6	2.7	2.6	3.1	5.3	4.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	**8.2**	**10.6**	**18.8**	**2.4**	**3.7**	**6.1**	**0.2**	**0.3**	**0.4**

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Apprentices and trainees

The following section provides analysis of selected statistics on persons undertaking vocational training through contracts of training arrangements (that is trainees and apprentices).

Note: With the introduction of New Apprenticeships from 1 January 1998 the distinction between apprentices and trainees is formally abolished.

Trainees

Of the total number of trainees still in training at the end of the 1996/97 financial year, just over 60% lived in metropolitan regions, while 29.9% and 4.7% were from rural and remote regions of Australia, respectively.

Contract status

Over 54 000 trainees commenced their training in a particular vocation for the first time, 400 trainees re-commenced their training, and almost 50 000 trainees were still undergoing training in a recognised vocational program on the final day of the reporting period (30 June 1997).

Table 25 shows contract status for trainees across the three geographic regions.

Table 25: Trainees by contract status and geographic region (%), 1996/1997

Trainees	Metropolitan	Rural	Remote	Other regions	All regions	All regions ('000)
Commencements	62.8	31.0	4.6	1.6	100.0	54.0
Re-commencements	61.0	34.6	2.8	1.6	100.0	0.4
In-training	64.1	29.9	4.7	1.3	100.0	47.8

Age

Age of trainees: For the purpose of reporting from 1 July 1996 – 30 June 1997, ages are calculated as at 30 June 1997.

Of the total number of commencing trainees from metropolitan regions, over a third were within the 18 to 20 age group, and approximately another third were 24 years or older.

Almost 20% of commencing trainees from metropolitan areas were within the 21 to 23 age group and over a tenth 17 years or younger.

Table 26 provides a breakdown of trainees by age in each geographic region.

- Over a third of commencing trainees from rural region were in the 18 to 20 age group while another third were 24 years or older.
- Compared to commencing trainees from metropolitan and rural regions, trainees from remote areas, on average, were older. Just over 40% of commencing trainees from remote Australia were 24 years or older.
- Across all three geographic regions, there were more male than female trainees aged 24 or more, while there were more female than male trainees in the 18 to 20 age group.

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Table 26: Trainee commencements by age and geographic region (%), 1996/1997

Age	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Age 17 or less	9.7	10.8	10.2	14.5	14.8	14.6	14.9	16.2	15.5
Age 18-20	32.4	40.7	36.6	29.5	40.5	34.7	23.8	35.3	28.7
Age 21-23	17.8	15.9	16.9	14.6	14.3	14.5	15.2	12.3	14.0
Age 24 or more	40.1	32.6	36.3	41.4	30.3	36.2	46.1	36.2	41.9
All ages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All ages ('000)	**16.9**	**17.0**	**33.9**	**8.8**	**7.9**	**16.8**	**1.4**	**1.1**	**2.5**

Occupation

Across all geographic regions, the main three occupations in which trainees commenced were:

- 08 – Labourers and related workers
- 06 – Salespersons and personal service
- 05 – Clerks

However, the occupations undertaken by female trainees differ substantially from male trainees. Female trainees were more likely to be involved in occupations such as 'Salespersons and personal service workers' or 'Clerks' while a much larger proportion of male trainees undertook training as 'Labourers and related workers'.

More than half of the commencing male trainees from remote regions were undertaking training as 'Labourers and related workers' compared to just over a third of commencing male trainees from metropolitan and rural regions who were involved in training in this occupation.

Generally, trainee commencements from remote (27.5%) regions were less likely to be in the 'Salespersons and personal service workers' occupations compared with their metropolitan (37.5%) and rural (38.5%) counterparts.

The number of male and female trainee commencements in each occupation across the three geographic regions is shown in table 27 below.

Table 27: Commencing trainees by occupation and geographic regions, 1996/1997

Occupation	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Managers and administrators	0.1	0.1	0.1	1.4	0.3	0.9	0.0	0.1	0.0
Professionals	0.4	0.3	0.4	0.3	0.4	0.3	0.6	0.4	0.5
Para-professionals	8.0	3.1	5.5	5.4	0.9	3.3	4.0	0.5	2.5
Tradespersons	0.0	0.0	0.0	0.1	0.2	0.1	0.0	0.0	0.0
Clerks	20.0	45.2	32.6	13.5	41.0	26.5	13.5	53.6	30.5
Salespersons and personal service workers	31.2	43.9	37.5	30.6	47.3	38.5	22.0	34.9	27.5
Plant and machine operators and drivers	5.4	2.2	3.8	6.8	1.7	4.4	1.3	0.7	1.0
Labourers and related workers	34.8	5.3	20.1	41.9	8.3	26.0	58.7	9.9	38.0
All ASCO	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All ASCO ('000)	**16.9**	**17.0**	**33.9**	**8.8**	**7.9**	**16.8**	**1.4**	**1.1**	**2.5**

Apprentices

There were very few females who took up an apprenticeship. Across all three geographic regions, at least 85% of apprentices were males. Furthermore, almost all of these apprentices (98.3%) were undertaking training to become 'Tradespersons'.

Of the total number of apprentices in training at the end of the 1996/97 financial year, over two-thirds resided in metropolitan regions, while 27.2% and 3.6% lived in rural and remote location of Australia, respectively.

Contract status

There were 35 000 apprentices who commenced their training in a particular vocation for the first time, 8 800 re-commenced their training, and just over 123 000 apprentices were still undergoing their training in a recognised vocational program on the final day of the reporting period (30 June 1997, table 28).

Table 28: Apprentices by contract status and geographic region (%), 1996/1997

Apprentices	Metropolitan	Rural	Remote	Other regions	All regions	All regions ('000)
Commencements	67.7	26.8	4.2	1.2	100.0	35.3
Re-commencements	74.0	23.3	2.1	0.6	100.0	8.8
In-training	67.5	27.2	3.6	1.6	100.0	123.1

Age

Across all three geographic regions, over 40% of all commencing apprentices were within the 18 to 20 age group while approximately another third were aged 17 or less.

Compared with metropolitan and rural regions, there was a larger proportion of apprentices from remote regions who were aged 24 years or older. Just over 15% of apprentices from remote regions were 24 years or older in contrast to about 8% of apprentices from metropolitan and rural regions.

Information on apprentices from each geographic region is shown in table 29.

Table 29: Commencing apprentices by age and geographic region (%), 1996/1997

Age	Metropolitan			Rural			Remote		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Age 17 or less	31.3	32.3	31.5	36.6	35.9	36.5	36.9	34.8	36.7
Age 18-20	50.4	45.8	49.7	46.9	44.4	46.5	38.6	35.5	38.3
Age 21-23	10.4	11.6	10.6	8.3	10.2	8.6	9.4	14.2	9.8
Age 24 or more	7.9	10.3	8.3	8.2	9.4	8.4	15.1	15.6	15.2
All ages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All ages ('000)	**20.2**	**3.7**	**23.9**	**8.1**	**1.3**	**9.5**	**1.4**	**0.1**	**1.5**

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Appendix A – technical notes

Geographic region

The geographic region classification has been developed to provide geographic location information about VET students.

The Department of Primary Industries and Energy (DPIE) and the Department of Employment, Education, Training and Youth Affairs (DEETYA, now DETYA) have geographic classifications based on Statistical Local Areas (SLAs). The four classifications listed below are derived by mapping the student's residential postcode to a SLA and then grouping the appropriate DPIE or DEET geographic regions. These geographic regions were produced at NCVER.

Capital city

Consists of ABS State and Territory Capital City Statistical Divisions (Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra)

DPIE rural, remote and metropolitan zones classification: Capital City

DEET rural/remote classification: Capital

Other metropolitan:

Includes Statistical Divisions associated with urban centres of population greater than 100,000 (Geelong, Newcastle, Wollongong, Gold Coast and Tweed, Townsville-Thuringowa and Queanbeyan).

DPIE rural, remote and metropolitan zones classification: Other Metropolitan

DEET rural/remote classification: Urban

Rural

Consists of SLAs associated with urban centres of population 5,000 or more and not classified as Remote (Albury-Wodonga, Dubbo, Lismore, Orange, Port Macquarie, Tamworth, Wagga Wagga, Ballarat, Bendigo, Shepparton-Mooroopna, Bundaberg, Cairns, Mackay, Maroochydore-Mooloolaba, Rockhampton, Toowoomba, Whyalla, Bunbury, Launceston, Bathrust, Wangaratta, Morwell, Gladstone, Mount Gambier, Mandurah, Devonport, Blayney, Bairnsdale, Banana, Bern, Busselton, Scottsdale and Litchfield)

DPIE rural, remote and metropolitan zones classification: Large Rural Centre, Small Rural Centre, Other Rural Area

DEET rural/remote classification: Provincial, Rural, Agriculture

Remote

Contains urban centres with an Index of Remoteness greater than 10.5 (Blackwater, Bowen, Emerald, Mareeba, Moranbah, Mount Isa, Roma, Broome, Carnarvon, East Pilbara, Esperance, Kalgoorlie/Boulder, Karratha, Port Hedland, Alice Springs, Katherine, Brewarrina, Walgett, Orbost, Boulia, Cooper Pedy, Exmouth, Strahan and Jabiru). The Index of Remoteness defines boundary between rural and remote areas of Australia and is based on the distance and population density characteristics of the area of interest.

DPIE rural, remote and metropolitan zones classification: Large remote Centre, Other Remote Centre

DEET rural/remote classification: Remote, Isolated

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Qualification category

Qualification category	Reporting categories in the AVETMIS Standard
1. Diplomas	10 Diploma
	20 Associate diploma
	86 AQF – diploma
	87 AQF – advanced diploma
2. AQF certificate IV and equivalent	31 Advanced certificate
	32 Advanced certificate – other
	85 AQF – certificate IV
3. AQF certificate III and equivalent	41 Certificate – trade
	84 AQF – certificate III
4. AQF certificates I and II	82. AQF – certificate I
	83. AQF – certificate II
5. Senior secondary	81 AQF – senior secondary
6. Other certificates, endorsements & other	42 Certificate – not elsewhere classified
	70 Certificate of competency
	80 Certificate of proficiency
	50 Endorsements to certificates
	90 Other
7. Statements of attainment	60 Statement of attainment
8. Non award courses	99 Non applicable (ie. not an award course)

Module outcome categories

Module outcome category used in report	Reporting categories in the AVETMIS Standard	
Completed	01	Pass
	04	Satisfactory completion of class hours
Non-completion	02	Fail
	03	Result withheld
	10	Withdrew – without failure
	11	Withdrew – failed
	12	Withdrew - transferred
Incomplete – continuing studies	05	Continuing studies
RPL and credit transfer	06	RPL
	09	Credit transfer
Excluded from analysis	90	Not reported or not stated

Delivery strategy:

In order to identify VET activities by delivery strategy type, training providers are required to classify each module enrolment according to the main delivery strategy adopted. According to the AVETMIS Standard, the eight different delivery strategies are:

01 Local class – scheduled, teacher directed
02 Remote class – scheduled, teacher directed
03 Self paced – scheduled, local class organisation
04 Self paced – unscheduled, multiple options
05 External – correspondence
06 Workplace – experiential learning
07 Mixed delivery – any combination of two or more strategies
90 Other.

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Appendix B – tables

Age

Table 1: Students in vocational education programs by age and geographic region, 1997 (%)

Age group	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Age 14 or under	0.6	0.6	0.6	0.9	1.1	1.0	0.2	0.3	0.3
Age 15-19	22.3	17.9	20.2	20.5	15.8	18.4	21.7	17.3	19.6
Age 20-24	15.7	12.2	14.1	15.6	13.5	14.7	21.0	17.8	19.4
Age 25-29	11.3	10.1	10.8	14.3	14.1	14.2	13.8	13.7	13.8
Age 30-39	22.3	25.1	23.6	25.0	27.5	26.1	21.5	22.8	22.1
Age 40-49	17.2	22.0	19.5	16.2	18.7	17.3	13.3	17.9	15.5
Age 50-59	8.0	9.0	8.4	6.3	7.3	6.7	6.1	7.5	6.8
Age 60-64	1.4	1.5	1.4	0.8	1.1	0.9	1.1	1.3	1.2
Age 65 or over	1.2	1.5	1.4	0.5	0.8	0.6	1.2	1.5	1.4
All ages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total number of students	217,731	196,346	414,766	26,579	21,720	48,389	472,957	444,507	919,973

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Stream of study

Table 2: Student participation by stream of study and geographic region, 1997 (%)

Stream of study	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Entry to employment or further education									
2100 Basic Employment Skills	13.7	18.3	15.9	15.1	15.1	15.1	13.2	21.3	17.1
2200 Educational Preparation	6.7	8.6	7.6	7.5	8.4	7.9	6.8	9.2	7.9
Initial vocational courses									
3100 Operatives: Initial	23.5	31.0	27.1	26.4	25.3	25.9	16.8	22.2	19.4
3211 Recognised Trades: Part Exemption	5.1	1.2	3.3	5.4	1.6	3.6	3.9	1.0	2.5
3212 Recognised Trades: Complete	13.1	1.9	7.8	14.4	1.6	8.6	15.6	2.3	9.2
3221 Other Skills: Part Exempt	9.2	11.4	10.2	11.3	17.6	14.1	7.0	7.3	7.1
3222 Other Skills: Complete	15.9	19.9	17.8	12.8	26.3	18.9	12.5	16.3	14.4
3300 Trade Technician/Supervisory	9.5	9.6	9.5	11.3	6.6	9.2	11.5	9.6	10.6
3400 Para-professional Technician	1.0	1.6	1.3	3.2	6.5	4.7	2.2	2.8	2.5
3500 Para-prof Higher Technician	5.2	7.5	6.3	3.1	5.5	4.2	11.4	12.3	11.8
3600 Professional	0.6	1.2	0.8	0.4	1.5	0.9	2.0	3.3	2.6
Post-initial vocational courses									
4100 Operatives: Post Initial	3.6	3.1	3.4	1.9	1.3	1.6	3.4	3.0	3.2
4200 Trades/Other Skills: Post Initial	9.8	2.6	6.4	4.6	0.8	2.9	7.2	2.5	4.9
4300 Trade Tech/Super: Post Initial	0.9	0.4	0.7	1.0	0.2	0.6	0.7	0.3	0.5
4400 Para-prof Tech: Post Initial	0.4	0.7	0.5	0.1	0.1	0.1	0.3	0.4	0.4
4500 Para-prof High Tech: Post Initial	0.4	0.4	0.4	0.1	0.2	0.1	0.7	0.5	0.6
NET TOTAL ('000)	217.5	195.9	414.1	26.3	21.5	47.9	466.2	430.6	899.2
Module enrolment only ('000)	0.2	0.4	0.6	0.3	0.2	0.5	6.7	14.0	20.8
Total number of students ('000)	217.7	196.3	414.8	26.6	21.7	48.4	473.0	444.5	920.0

• *Net total: Since some students enrol in more than one course in a year the total number of enrolments exceeds the total number of persons taking courses. The net total is the total number of distinct students, not the number of enrolments. Thus, percentages in these tables do not sum to 100.*

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Industries

Table 3: Student participation by industry and geographic region (%), 1998 GDS

Industry	Rural			Remote			Metropolitan		
	Male	*Female*	*Persons*	*Male*	*Female*	*Persons*	*Male*	*Female*	*Persons*
Agriculture, forestry and fishing	0.8	0.6	0.7	8.6	4.4	6.4	8.1	7.5	7.8
Mining	1.0	0.2	0.6	1.8	0.3	1.0	21.9	2.7	11.9
Manufacturing	20.1	7.5	13.7	20.7	5.7	13.0	11.1	1.6	6.1
Electricity, gas and water supply	1.3	0.3	0.8	2.5	0.6	1.5	2.3	0.2	1.2
Construction	15.4	1.6	8.4	15.1	1.2	7.9	11.7	1.6	6.4
Wholesale trade	3.2	2.7	2.9	2.6	1.5	2.0	1.7	1.4	1.5
Retail trade	16.3	14.2	15.2	15.5	13.3	14.3	8.5	10.8	9.7
Accommodation, cafes and restaurants	5.3	8.0	6.7	3.8	8.9	6.5	3.0	8.8	6.0
Transport and storage	3.5	3.1	3.3	2.0	1.7	1.9	1.5	1.4	1.4
Communication services	1.8	1.0	1.4	0.7	0.6	0.7	0.2	0.4	0.3
Finance and insurance	2.2	4.3	3.3	1.0	2.2	1.6	0.4	1.2	0.8
Property and business services	9.9	12.0	11.0	6.0	7.3	6.6	8.9	7.1	8.0
Government administration and defence	6.3	5.7	6.0	7.5	5.9	6.7	7.2	10.0	8.7
Education	2.9	7.2	5.1	3.8	11.0	7.5	3.8	12.0	8.1
Health and community services	3.6	22.7	13.3	4.0	27.6	16.2	4.5	25.3	15.3
Cultural and recreational services	2.9	3.1	3.0	1.7	2.0	1.9	0.9	1.6	1.2
Personal and other services	3.4	5.7	4.6	2.7	6.0	4.4	4.3	6.7	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
*** Total ('000)**	**16.1**	**16.7**	**32.8**	**5.9**	**6.3**	**12.1**	**0.5**	**0.5**	**1.0**

** Total number of respondents includes those respondents who indicated their industry of employment only.*

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Australian Vocational Education & Training 1997: Rural and Remote Students–An Overview provides detailed information about students who live in Australia's rural and remote regions and are enrolled in vocational education and training (VET) programs delivered by training providers in receipt of public funds.

Highlights of the 1997 VET activity by rural and remote students are:

- Almost 415 000 students from rural Australia and more than 48 000 students from remote Australia undertook VET programs in 1997, together representing about one third of all students enrolled in the publicly funded VET sector in 1997. This indicates that about 13% of rural and remote Australia's working age population (15 to 64 year olds) participated in VET programs.
- In 1997, rural and remote students accounted for approximately 83 million hours, or 28%, of total annual hours delivered.
- On average, rural and remote students undertake fewer hours per year than students from metropolitan areas. Rural students averaged 180 hours in 1997 and remote students 168 hours, while students from capital cities and other metropolitan areas undertook an average of 223 hours.
- A higher proportion of VET students living in remote areas is male than in other regions of Australia (55% in contrast to 52%).
- Students in remote regions are less likely to be unemployed than other VET students.
- On average, students from rural and remote regions were slightly older than their metropolitan counterparts.
- In metropolitan areas, more than half of the VET students have completed Year 12 secondary education, whereas the equivalent figure for rural and remote students is only one third.
- In rural and remote regions more VET hours are undertaken on a fee-for-service basis than in metropolitan areas. While in metropolitan Australia only 4.8% of annual hours in VET are associated with fee-for-service training, the corresponding figures in rural and remote locations are 5.8% and 9.2%, respectively.

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